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ABSTRACT

This service-learning handbook is designed as a resource tool to help student teachers as they prepare to become teachers. It provides information regarding varying dimensions of service learning. Part 1 includes information about policies, procedures, and practices related to service learning. It examines: what service learning is, benefits of service learning, professional terms, calendar of service-learning events, service-learning student orientation, placement procedures, basic guidelines, professional decorum of participants, suggestions for service-learning participants, service-learning tips for students, teacher or supervisor responsibilities, generic activities for participants, questions to ask teachers or supervisors, and lesson-plan format. Part 2 contains scaffold information and tips to celebrate the joys of tutoring and mentoring. Part 3 provides forms and other materials used for service learning (initial letter of contact for teacher or supervisor, service-learning attendance form, and student evaluation). (SM)

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Department of Education
Hampton University
Hampton, Virginia

Expanding Teacher Education Through Service Learning Handbook

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TABLE OF CONTENTS

Introduction

Project Overview

Philosophy: Department of Education

Part One

- What Is Service Learning?
- Benefits Of Service Learning
- Professional Terms
- Calendar of Service Learning Events
- Service Learning Student Orientation
- Placement Procedures
- Basic Guidelines for Service Learning Experiences
- Professional Decorum of Participants
- Suggestions For Service Learning Participants
- Service Learning Tips For Students
- Teachers Or Supervisors Responsibilities
- Generic Activities for Service Learning Participants
- Questions To Ask Teachers Or Supervisors
- Lesson Plan Format

Part Two

Service Learning Journal

Resources for Tutors

Resources for Mentors

Part Three

Initial Letter Of Contact For Teacher Or Supervisor

Service Learning Attendance Form

Student Evaluation

Introduction

Teaching is a rewarding and exciting profession that holds tremendous responsibilities and requires much commitment and competency. Service learning is a meaningful part of the teaching-learning process for it affords students the opportunity to blend curriculum objectives with community service to meet academic goals.

This service learning handbook is designed as a resource tool to assist students, in the Department of Education, on their path toward preparing to be future teachers. It provides useful information to students, teachers, supervisors, community partners, and administrators regarding varying dimensions of service learning. Part One includes information about policies, procedures, and practices regarding service learning. Part Two contains scaffold information and tips to celebrate the joys of tutoring and mentoring. Part three provides a cadre of forms and other materials used for service learning.

Heartfelt thanks and appreciation are extended to the many people --- teachers, school administrators, community personnel, and university supervisors and faculty, who cooperate and partner with the Department of Education to meet the challenging responsibility of preparing future teachers.

Best wishes and sustained support are expressed to the Department of Education students at Hampton University as they work toward their career goals of service to society as world-class teachers! ! !

Expanding Teacher Education Through Service Learning

Project Overviews

PURPOSE

The purpose of this service learning project is to expand the use of current service learning programs in Hampton University's Department of Education. This project further seeks to increase the number of college students who will provide service to school and community-based programs that engage students of different ages, races, genders, cognitive abilities, and economic backgrounds in a variety of service-learning activities.

OBJECTIVE

To expand teacher education programs to make service-learning an integral component of the pedagogical approach to teaching and learning:

a. through the inclusion of service learning documented on course syllabi and the enrollment of students who engage in course related, service-learning experiences.

b. by providing workshops and conferences for faculty members in the Department of Education.

c. by developing a database of service-learning activities.

d. by organizing departmental faculty to assist new faculty with service-learning opportunities using the service-learning handbook and project video.

OBJECTIVE TWO:

To establish an infrastructure that links service learning to Departments of Education at other Historically Black Colleges and Universities by:

a. partnering with Hampton University's Department of Education in establishing teleconferences in tutorial/mentoring services.

b. developing a collaborative model that can be used to provide technical assistance to Historically Black Colleges and Universities.

OBJECTIVE THREE:

To strengthen diversity issues addressed by service learning involving different cultures, languages, and genders through:

a. implementation of an interdisciplinary team of students (early childhood, psychology, modern foreign languages, special education, English, and counseling) who provide tutoring and mentoring services based on their respective disciplines.

b. implementation of a teleconference that addresses diversity issues.

These partnerships include the following programs:

1. Public Schools
2. Boy Scouts of America
3. Educational Talent Search
4. America Reads
5. Headstart
6. Boys and Girls Clubs, and
7. Other Historically Black Colleges and Universities

Philosophy Of The Department Of Education

The Department maintains a philosophy that reflects the following assumptions about teaching:

- Effective teachers are reflective, they use as a springboard both practical and theoretical knowledge to implement and evaluate decisions about the aims and pedagogy of education.

- Effective teachers are committed to educational equity and student empowerment that recognizes respect for all learners.

- Effective teachers believe that students in self-affirming and non-threatening environments construct knowledge.

- Effective teachers' instructional strategies are developed through the dynamic interaction of learner's prior knowledge and hands-on experiences.

- Effective teachers use authentic learning experiences that capitalize on critical and creative thinking and promote technology of the global market place.

What Is Service Learning?

Service learning is an instructional method:

- Under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

- That is integrated into the student's academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity.

- That provides students with opportunities to use newly acquired skills and knowledge in real life situations in their own communities, and

- That enhances what is taught in school by extending student learning beyond the classroom and into the community and helps foster the development of a sense of caring for others.

National Community Service Act of 1990.

Benefits Of Service Learning

Outcomes for Students Involved in Academic Service Learning

Personal Growth:	Increased self-esteem and confidence Increased personal responsibility Increased sense of personal efficacy
Career Development:	Active exploration of career interests Understanding of the world of work Specific job skills Hiring advantage over others Greater confidence in career choice
Social Development:	Increased interpersonal skills Increased tolerance/support for diversity Engagement in other volunteer activities Indication of future community participation
Academic/Cognitive:	Belief that service is a positive learning experience Better grades Persistence to graduation Problem solving and critical thinking skills

Benefits To Classroom Teacher

- Provides authentic assessment opportunities
- Redefines role from giver of knowledge to giver/facilitator of knowledge
- Helps students to structure knowledge and act on that knowledge
- Enables teaching to become more process oriented
- Provides an interactive, involved student
- Decreases at-risk student behavior
- Engages all learners

- Increases student civic responsibility
- Increases academic achievement of students
- Decreases disciplinary issues
- Becomes more linked to the community
- Makes a difference in the community

Benefits To The School And Community

- Students contribute to community development and renewal.
- Recipients benefit from direct aid.
- Students become invested in their communities.
- Agencies receive an infusion of creativity and enthusiasm from participating youth.
- Youth are seen as one of the community's greatest resources.
- Communities and schools build links.

Stacey, Kathleen, Rice, Dale, Hurst, Kathy, & Langley, Carmela. *Academic Service-Learning, K-12 Training Manual.* Office of Academic Service-Learning, Eastern Michigan University, September, 1997.

Professional Terms

- Academic Service Learning

  A teaching-learning experience that provides students an opportunity to apply academic skills based on identified community needs.

- Service-Learning Supervisor

  The teacher or person in the assigned classroom or community setting who supervises, faculties, and evaluate your service learning experience.

- Service Learning Participant

  The college student assigned to a service learning site.

- Service Learning Journal

  A written descriptive account of each service learning experience that includes reflective thoughts and key ideas correlated to the course.

- Service Learning Site

  The specific place where service learning activities occur.

Calendar of Service Learning Events

- Introduction of Service Learning — First Day of Class

  Course Syllabus Documentation

  General Discussion

- Orientation of Students to Service Learning — January 18, 1999

  Service Learning Handbook

  Service Learning Placement Procedure

  Identification of Potential Sites and Supervisors

- Placement Procedures — January 18, 1999

  Logistic Arrangements

  Scheduling

  Coordination with Sites

  Transportation

- Service Learning Journal — Weekly Reflections
  Final Journal: Week of April 19,1999

  Description of Experience

  Course Correlation To Service Learning

  Reflective Views

  Questions

- Service Learning Supervisor Evaluation — Week of April 19, 1999

- Letters of Appreciation to Supervisors — April 24, 1999

- Certificate of Service to Participants — April 26, 1999

HAMPTON UNIVERSITY
SERVICE-LEARNING STUDENT ORIENTATION

- McGrew Towers
- January 18, 1999
- 5pm - 9pm
- General Information
- Site Assignments
- Refreshments

Provided by Hampton University Department of Education

Placement Procedures

An essential aspect of the service learning experience involves the implementation of logistical arrangements. The following procedures are used to place students in their service learning sites.

1. Students request grade level and type of service learning experience through their instructor using a Service Learning Placement Form.

2. Faculty review and submit Service Learning Placement Form to the coordinator of Student Teaching.

3. Student Teaching Coordinator sends all requests to the school division, personnel office or to the community sites for confirmation.

4. Service Learning for students begin after confirmations have been received by the coordinator of Student Teachers and College Instructors.

5. Students must call the school at least one day in advance prior to beginning the experience to notify the principal and teacher or supervisor.

6. All service learning students MUST have a current (within one year) tuberculosis test prior to going into school or community settings.

7. All service learning students are required to meet the Virginia Standard of Learning (VASOL) 8th grade technology standards.

Basic Guidelines for Service Learning Experiences

Students engaged in service learning should adhere to the following:

1. Know the purpose and goals for your specific assignment.
2. Plan activities jointly in advance with your service learning supervisor.
3. Discuss your proposed activity, its purpose and procedure with your service learning supervisor.
4. Be objective in recording your reactions to the experience.
5. Participate in and volunteer for as many situations as possible.
6. Solicit from your supervises, specific site needs which your may fulfill.
7. Record as quickly and accurately as possible, the important factors and significant events of each experience.
8. Observe the various roles of the teachers as they make instructional decisions.
9. Record behavioral characteristics of learners.
10. Become informed about the roles of others professionals who work with children, parents and teachers.

Professional Decorum Of Student Participants

1. Stop by the main office first after entering the school or service-learning site. Sign the appropriate form to document your attendance.
2. Introduce yourself to the principal, secretary, or other appropriate personnel.
3. Introduce yourself to the classroom teacher or site supervisor. Give him/her a copy of the Service Learning Packet of materials on the first day of the assignment. Encourage the supervisor to call the Hampton University instructor to clarify any questions/concerns.
4. Give the teacher/supervisor the day and time for your involvement as a service learning participant.
5. Always be on time. If illness or other emergencies should occur, call the school to inform them of the same as soon as possible. Keep all official excuses.
6. Conform to vendor site regulations and policies and to standards of behavior.
7. Be sure to wear comfortable but a professional clothing attire.
8. Safeguard all personal and confidential information concerning students and the school/site. Use this information only for professional purposes.
9. Confer regularly with your teacher/supervisor regarding your progress and any possible weak areas.
10. Become Acquainted with all students in your class as room as possible via observations, records, conferences, etc.
11. Be sure to plan for all teaching and submit your ideas to the teacher/supervisor prior to teaching.
12. Strive to teach effectively and creatively with dedication and enthusiasm.
13. Please the students at the heart of your teaching. Engage them in hands-on experiences and interactions.
14. Extend basic courtesy and respect to all students, teachers, administrators, community personnel, and parents.

Suggestions for Service-Learning Participants

1. Dress comfortably yet still maintain the professional image.
2. Arrive on time at the designated site.
3. Ask for advice in handling teaching material with which you are unfamiliar.
4. Sit or bend down to work with children whenever possible.
5. Catch their attention by eye and speak quietly, using distinct words and short sentences.
6. Sit with children during group times for example, story, rest, music, and snack.
7. Children will help with cleanup if you make a game of it. Try singing your directions. Try suggesting, "you bring them to me and I'll help you put them on the shelves." Smile and say, "Thank you, John, after each bit of assistance. You will be surprised at how quickly the room or yard gets straightened up.
8. Be an alert observer and you will understand when assistance is needed.
9. Avoid unnecessary conversation with other adults in the room or yard.
10. When you have serious doubts about procedure, say to children, "Let's ask the teacher."

At Storytime or Singing Time

1. You may be asked to read to a small group. You should read the book to yourself before reading it to the children.
2. Be sure children can see the pictures. When children sit with backs to the windows the light is usually best on a book held up for them to see.
3. Give children opportunities to respond to the story and pictures.
4. If someone else is reading or singing with the group, you should sit with the children. If a child becomes disruptive, quietly remind him about appropriate behavior by tapping his knee or shoulder. Avoid saying, "Shhh," which adds to the distraction.

5. Sing along with children softly so that your voice does not overshadow theirs.

At Snack Time or Mealtime

1. If you are required to serve the meal, ask advice on procedures.
2. Sit with children at the small table.
3. Have a quiet conversation with children.
4. Give quiet directions to aid children in learning routines.
5. Tipped-over glasses are probably the most common mealtime accident. Therefore, encourage the child to keep his/her glass near the center of the table.
6. Use a sponge to wipe the table as you leave. A child might be encouraged to help you.

During Outdoor Activities

1. Dress for the weather from head to toe. Boots, gloves, scarves, and plenty of warm clothing are essential in winter. Comfortable, loose clothing is important during hot weather.
2. Go where the children are. Adults should be space throughout the yard.
3. Stay off the children's equipment. Children will not use equipment if adults are sitting on it.
4. Go to a child and get his attention before giving directions.
5. Encourage and assist children in putting things in the storage areas at the end of the period.

Service Learning Tips For Students

Be Proactive

- Waiting to the end of the term and then complaining about your placement is unacceptable!

- Proactivity means taking charge of your own experience. You are responsible for making your experience one that is meaningful, positive, and allows you to learn and grow.

- If you are bored, feel like you aren't doing something worthwhile, or are in any way dissatisfied—TALK TO YOUR SUPERVISOR OPENLY AND HONESTLY TO RESOLSVE THE PROBLEM.

- Feel free to call the Hampton University Service-Learning Coordinators at 727-5535 or 727-5538 for assistance, however, 99% of the issues you might face can be solved by simply speaking with your teacher or supervisor.

Responsibility and Commitment

- The site and the students you tutor or assist are counting on you, don't let them down

- Treat your service-learning assignment like a job:

  1. Be prompt for your tutoring session
  2. Set up a schedule and stick to it
  3. Call your supervisor ahead of time if you can't attend—and arrange to make up the missed hours

- As a service-learning student you are representing Yourself, Your Instructor, Hampton University, The entire Service Learning Program

- Keep this in mind and do a great job!

- If you drop the class or stop doing your service for any reason, please inform the site, your instructor and the Service Learning Coordinator.

Questions To Ask Teachers And Supervisors

The following are sample questions which student participants may desire to ask their service learning supervisor:

1. How do you view service learning?
2. What are your greatest classroom needs that I can assist you in?
3. How do you decide what to teach? What are your objectives?
4. How do you determine what teaching methods or procedures you use?
5. What influences your content and presentation sequence?
6. Who influences your daily scheduling of activities and use of time?
7. Do you ever group your students for instruction? If yes, what factors influence the grouping process?
6. How do you assess student progress?
7. What effective classroom management techniques do you use?
8. What is the discipline policy in your school?
9. How are students with special needs integrated into your classroom and the school?
10. What is your involvement in working with students with special needs?
11. What factors influence your physical classroom arrangement?
12. How do you incorporate technology into the classroom (i.e. computers, VCR's laser disc, calculators, etc.)?

13. What is the referral process in your school for children with learning behavior differences?

14. How are parents actively involved in education processes for your classroom and the school division? What unique strategies does you your school use?

15. Does your school have a business partner? What do they do?

Teachers Or Supervisors Responsibilities

1. Introduce the service learning participant to your class. Let them know this student will be working with them on given day(s).
2. Provide a place for the participant to sit and work.
3. Sign the Service Learning Attendance Form at a convenient time. Let the student know your preference for doing so and where the form is to be kept.
4. Identify to the participant any special children, problems, or conditions they may face that you feel he/she may need to be aware of.
5. Share information about: your philosophy of teaching, your teaching style, material and resources uses, techniques to engage students in the learning process, motivational techniques, assessments and evaluation measures, how special need students are provided for, use of technology, etc..
6. At your convenience, arrange a time that will allow you to ask questions the participant may have.
7. Identify tasks to involve the student in assisting you or in working directly with students in your classroom or the learning site. Reflect upon the existing needs and share these accordingly.
8. You many desire to give the participant a task to prepare for his/her next time. Feel free to do so.
9. Remember this is a learning experience. Provide feedback to the participant as he/she implements tasks.
10. Inform the college instructor of any pertinent details or concerns that may arise.
11. Complete the Service Learning Evaluation Form including you comments and signature. Please share your thoughts with the participant.
12. You may give the forms to the participant to submit to the college instructor or you may mail it.
13. Many thanks are expressed to you for consenting to work with service learning students!!!

SUGGESTED LESSON PLAN OUTLINE

Curriculum Area:_____Site: _____Grade:_____

Behavioral Objective:

Resource Materials and Equipment:

Motivation & Anticipatory Set:

Procedure:

Check for Understanding (Assessment):

Guided Practice:

Summary of Learning:

Evaluation:

~~Assignment~~:

PURPOSE OF THE SERVICE LEARNING JOURNAL

The Service Learning Journal serves many useful purposes in documenting student accomplishments of program goals and community needs over time including the following:

1. The journal is used as a vehicle to promote collaborative learning, student reflection, and help students to become more articulate.

2. The journal includes evidence related to the program knowledge base, teaching, curriculum, and content.

3. In contrast to traditional tests, journals provide an opportunity for richer, more authentic, and more valid assessment of student achievement.

4. The journal provides a representation of a student's growth as a teacher and helps to establish a foundation for goal setting, reflection, and introspection.

5. The journal is the basis for assessing student progress and program completion.

PREPARATION OF STUDENTS FOR SERVICE LEARNING

JOURNAL DOCUMENTATION

Step 1: Enrollment of students in identified Education courses.

Step 2: Obtain and discuss respective course syllabus (course objectives, content, required activities, other requirements evaluation).

Step 3: Examine and discuss the purpose and outline format and guidelines for the Service Learning Journal.

- Cover Design
- Table of Contents
- Reflective Summative Essay (Abstract)
- Dated Individual Journal Entries

Step 4: Examine and discuss the dated individual journal entries for the Service Learning Journal.

- Date
- Description of Experience
- Correlation Between Course Content and Service Learning Activities
- Reflective Views and Comments (What Have I Learned?)
- Questions Reflective of My Experience
- Other Thought

Step 5: Identification and discussion of community site needs and the relationship of these to course content.

Step 6: On-going training of students

Step 7: Calendar of due dates for submission of journals to instructor(s), (On-going peer discussions, sharings, and feedback).

Step 8: Examination of service learning assessment measures and and on criteria.

Journal Log Reflections

Description of Experience

Correlation Between Course Content and Service Learning Activities

Reflective Views and Comments (What Have I Learned?)

Questions Reflective of My Experience

Other Thoughts

Journal Log Reflections

Description of Experience

As a result of my service learning experience, I have been able to establish my philosophy of teaching. I believe that all children should be provided authentic opportunities for learning. Classrooms should reflect diverse resources, hands-on-experiences, print-rich materials, multiethnic materials, and activities that emphasis integrated curriculum experiences. Teachers should serve as facilitators of learning and should work to engage all children in participatory activities. As a result of this experience, I have a different view of the value and use of test in the elementary classroom.

Correlation Between Course Content and Service Learning Activities

Education 502, Diagnostic Teaching of Reading has proven to be a very meaningful class. I have been able to apply and use the course content in my service learning activities. For example, Mrs. Rogers, my assigned teacher in the Tyler After School Program, asked me to plan reading activities for one of the children. In order to plan appropriately, I first had to assess the child's reading needs. I administered an interest inventory that I created and an informal reading inventory as initial activities.

Reflective Views and Comments (What Have I Learned?)

- Plan icebreakers and transitional activities to use with a child or a group of children.
- A child's instructional reading level may be below their grade level.
- Patience and understanding are important variables to the teaching/learning process.

Questions Reflective of My Experience

- Why are some classrooms not equipped in terms of instructional materials and varied resources?
- What are some of the conditions that promote student's reading below grade level? What role can teachers play?

Other Thoughts

Service Learning Journal: Assessment Form

Directions: Using a five-point rating scale ranging from strongly agree to strongly disagree, evaluate the student Service Learning Journal by assigning a number from 1-5 for each item.

(5) Strongly Agree (SA)	(4) Agree (A)	(3) Undecided (U)	(2) Disagree (D)	(1) Strongly Disagree (SD)

_____ 1. The service learning journal follows a logical organizational pattern with items sequentially presented by date, and/or other identified criteria to allow tracking across time.

_____ 2. The service learning journal uses correct spelling, grammar, and terminology in written work.

_____ 3. The service learning journal includes all required items.

_____ 4. The service learning journal shows evidence of thorough analysis of experiences.

_____ 5. The service learning journal demonstrates the application of course content to community expressed needs.

_____ 6. The service learning journal effectively communicates ideas, facts, acquisition of knowledge, and concepts.

_____ 7. The service learning journal is professional in appearance.

_____ 8. The service learning journal is appropriately bound to secure content.

_____ 9. The service learning journal includes a goal statement or reflection statement (an analysis of whether or not the student believes that the goal has been met).

____10. The service learning journal shows documentation of experiences.

_____ _____

Signature Date

Service Learning: Assessment Form

Directions: Review the items in the student's Service Learning Journal and match each item with one or more course-related goals. The item(s) should represent demonstrative evidence that the student has addressed the program goal(s).

Program Goal(s)	Portfolio Item(s)
1) Enhance analytical thinking...	1)
2) Acquaint student with a variety of first-hand, classroom experience	2)
3) Acquaint student with roles and responsibilities of classroom teachers	3)
4) Acquaint students with theories of teaching and learning	4)
5) Understand how learning theory impacts instructional design	5)
6) Ability to reflect on new learning and make connections to prior learning	6)
7) Application of current and effective instructional strategies to discipline instruction	7)
8) Knowledge of one to three current education issues in major discipline	8)
9) Discipline specific knowledge and teaching methodology	9)

General Tutoring Tips

These are basic tips to use when tutoring a student in any subject area.

- Keep children actively involved.
- Limit a given activity to small time limits.
- Vary activities so the child has an opportunity to talk, write, and manipulate, or construct..
- Help the child with more than just homework. Work to develop learning skills and do activities related to what the student is studying.
- Review previously learned facts, concepts and skills with the student.
- Listen lots, talk little.
- Ask the child to explain an idea of process rather than showing you how to do the procedure.
- Model a positive attitude towards studying.
- Start and end on time.
- Introduce new material slowly.
- Plan two or three activities to introduce the same concept.
- Use concrete materials that use more than one of the child's senses.
- Be patient, positive--try, try again.
- Keep the lesson moving. If the student loses interest, change activities.
- If the child does not know the answer, give him/her time to think about it.. But remember to help with the answers before he/she feels uncomfortable.
- If you do not know the answer to a problem, admit this to the child and work it out together.

Responsibilities Of The Tutor

- Notify program teacher or supervisor if you are unable to tutor as scheduled.
- Arrive on time.
- Keep records of the tutoring sessions with the student in order to monitor progress and to track concerns and problems.
- Track concerns or problems effectively and share with supervisors.
- Use the teacher's manual or Virginia Standards of Learning and references to obtain helpful information for meeting school objectives.
- Provide the student with help to develop and reach realistic goals.
- Teach self-help mechanisms.
- Reflect on ideas and concerns regarding tutoring.
- Offer helpful advice that will positively affect learning.

Three Essential Focuses of Tutoring Include:

- Helping the student to set reachable goals and obtain them.
- Serving as a resource person for that student.
- Providing mentoring help and service to the student to boost his/her self-esteem.

Encouraging Independent Learning

You cannot always be with the student. This is why encouraging students to develop independent study habits is important. Independent learning helps the student to continue productive work habits when the tutor is not present. Some ways to help the students to do this are as follows:

- **Make sure the student understands the "why" behind what they do.**

  For example, you may need to regroup in a subtraction problem because the number you are trying to subtract from is not sufficient.

- **Encourage the student to practice and review work when you are not there.**

- **Train the student how to regulate and monitor his/her own learning.**

  For example, a student can check his or her own addition problems by adding the answer to the lower number in order to get the higher number in the problem.

- **Encourage the student to use the same time each day for studying.**

- **Encourage the students to write down short sentences or phrases about important facts and ideas as they study.**

  Writing things down help students to remember.

- **Encourage the student to investigate questions they may have.**

  Show them how to use the library or a computer to research the information.

- **Encourage the student to use their available resources** (dictionary, textbooks, thesaurus, local library, etc.)

Tips for Helping Students Read

Primary Aged Students

Look through the book for meaning.

1. Look at all the pictures
2. Think...what is the story about?
3. Say the beginning sound and think and think what word would make sense.
4. Look at the picture for a hint.
5. Start over and try again.
6. Reference another page for the word.
7. If the word does not make sense, try again.
8. Ask someone.

Upper Elementary

Think before you read.

1. Look through the book for meaning.
2. What is the story about?
3. Say the beginning sound and think about what word would make sense.
4. Start over and try again.
5. Look for the parts you know (prefix, suffix, root words).
6. If the word does not make sense, look at the word again.
7. Use context clues.
8. Use a dictionary.
9. Ask someone.

"Team Approach to Literacy and Learning"
Chesterfield County Schools, 1990.

Reading Out Loud To Younger Students

- Select items you like and will read enthusiastically.
- Have the student predict from the title, the pictures and/or the first paragraph what she thinks the story is about.
- Vary your voice inflections.
- Vary your reading pace to fit the story.
- For picture books, go back and talk about the details in the pictures and how they relate to the story.
- Talk about the story when you have finished reading it. Here are some questions you can ask about the story:

    a. What do you think happens next?
    b. Why do you think this story is or isn't possible?
    c. Would you like to have (a characters name) for a friend? How do you think she/he would get along at your school?
    d. Why do you think (the author) wrote this book?
    e. Would you like to read another book by (the author)?

Reading With Older Students

- Have the student pick out the book unless he already has specific readings assigned to him.
- Make the reading a cooperative experience. Take turns reading sentences or paragraphs.
- Show expression and enunciate the words.
- Write a summary of the story or chapter.
- Orally discuss what happened in the story or chapter.
- Be creative with the story or chapter. Allow the students to do a craft activity that is representative of what they need.
- Have the student write a different ending.

Communication Skills

Listening: **Look at the person**
Pay attention to the Words.
Pay attention to the Feelings.
Say something that shows you are listening and understanding.

Open vs. Closed Questions:
Open questions OPEN UP the conversation. They usually must be answered with more than one word and invite more detail.
Closed questions can be answered with "yes" or "no" or one word, and there is no need to explain more. The conversation is closed.

Examples:

1. **CLOSED QUESTION**: Do you like school?
   OPEN QUESTION: What do you like best (least) about school?

2. **CLOSED QUESTION**: Is that your book?
   OPEN QUESTION: What do you like to read?

3. **CLOSED QUESTION**: Do you like him?
   OPEN QUESTION: What do you like about him?

4. **CLOSED QUESTION:** Did you do your homework?
   OPEN QUESTION: How did you study your lesson?

Clarifying and Summarizing:
Try to repeat the main ideas of what a person has been saying to show them that you are listening. This helps focus the discussion by pulling out some important things. Try to use fresh words rather than to repeat exactly.

"Correct me if I'm wrong..."
"You seem to be saying..."
"Let me see if I'm following you..."

Feeling focused Responses:
Help the person to identify their feelings and lets them know you understand and care.
"You feel _____"
"It's _____ing to you."
"That must have made you feel_____."

Adapted from: Myrick, R. & Bowman, R..(1981). Becoming a friendly helper: A handbook for student facilitators. Minneapolis, MN. Educational Media Corp.

Questioning

Questions encourage the student's creative thinking abilities. Some key tips for questions are to:

- ❖ Relate questions to something the student already knows.
- ❖ Extend the experience beyond the "assignment or experiment."
- ❖ Offer to help locate other resources for expanding the students' knowledge.

The following chart will help you to identify questions you may want to ask the student and how.

How do you get the student to…	Ask them…
Predict	What will happen if…?
Acknowledge their reasoning	Why is A higher than B…?
Present information	What could you change in order to make the car work?
Think creatively	How would the world be different is the sky was purple?
Reflect on what occurred	What was the part you liked best about the boat experiment?
Focus their attention	Is the red book heavier than the blue one? (Pick something they may not have noticed)
Review	What happened first? What happened next? When? What happened next?
Recall	Did Jack so the same thing he did yesterday?

References & Resources

Campbell, P.B., Froschl B., & Sprung, B. (1995). What Will Happen If…Young Children and the Scientific Method. New York: Educational Equity Concepts, Inc.
Friedl, A.E. (1986). Teaching Science to Children: An Integrated Approach. New York: Random House.
Harlan, Jean. (1988). Science Experiences for the Early Childhood Years (4th Edition). Columbus: Merrill Publishing Company.

Reflection Activities For Everyone

Linquistic

- Keep an ongoing journal, either reflecting on your own about your service learning experiences, or responding to assigned questions and topics.
- Compose an essay based on the first day of your service job.
- Write a reflection paper that combines your service experience with what you are learning in class.
- Prepare a research paper on an issue that arises from your service experience.
- Create a resume enplaning the job skills you attained while volunteering.
- Write a job description for the service job you held.
- Compose a letter to your site supervisor offering suggestions for working with future youth volunteers.
- Write an article for the school or community newspaper highlighting your accomplishments.
- Find a newspaper article about the issue your agency works to address.
- Write a poem that reflects your volunteer experience.
- Report to your class the goals of the place where you worked.

Mathematical

- Compile statistics or other quantitative date on your service project.
- Identify a problem you see at your work site and devise a solution.
- Connect your service experience to a larger issue at the state or national level: where does your service learning fit in?
- Write about any measurements, statistics, classifications or numbers that play a role in the work done at your placement.
- Construct a detailed time line of the service experience.
- Create a hypothesis based on your experience. Explain how you would test the hypothesis.

Bodily/Kinesthetic

- Within three minutes, express the heart of your volunteer experience to the class without using words.
- Create and perform a skit about what happened at your site.
- Act out a possible television commercial that would encourage people to take advantage of the services your agency offers.
- Create and perform a dance that reflects your experience with service work.

Spatial

- Draw the place where you volunteer and tell the class about your drawing.
- Draw your school and the place where you volunteer and what is in between; tell the class about your drawing.
- Make a collage that shows something about your placement, or how you feel about your work there.
- Make a video commercial that encourages people to volunteer at your site.
- Record a TV commercial that you find offensive as a result of your work. Show it to the class or group and talk about it.
- Bring a clip from a movie that expresses something you have experience at your service work. Show it to your group or class and tell about it.
- Create a video that reflects what you and others have accomplished through this service project.
- Document the whole service project using pictures, video, essays, displays.
- Use chars or maps to help others understand the work your agency does.

Musical

- Compose a song that captures your service experience. Either perform or record the song to share.
- Bring in a song that reflects your service experience. Play it for the class or group and tell why you chose it.
- Notice sounds and songs while you are working: what re the sounds around you, what songs are people singing or humming? Create a presentations based on those sounds and songs.
- Bring a different object that can make sounds. Have groups create rhythms that express their service experience. Put the rhythms together to make a composition.
- Bring in music without words; work in groups or as a class to create words from the service experience that math the music.

Interpersonal

- Have a small group discussion about your experiences doing service work.
- Share with one other person what you felt like before, during and after the volunteer work
- Read a quote and discuss how this quote relates to the volunteer work
- Role play something that happened at your volunteer job that you did not know how to handle. Have others role play appropriate and inappropriate responses to this situation.

Adapted from "A Concise Guide to Reflection," Service Learning 2000 Center.

A Mentor

A mentor is a person who enjoys interacting with children and who derive pleasure from helping children become self-sufficient and positive about growing up.

A role model is defined as one whose life and experiences provide a concrete image of who a younger person can become.

By contrast, a mentor is someone who lends guidance and support to enable young persons to become whomever they choose to be.

If the role model's message is "Be like me," the mentor's implicit message says "I will help you be whoever you want to be."

The Forgotten Half

Maintain High Expectations

- Ask students for their opinions and include them in decision making.
- Be consistent, firm and fair.
- Set realistic & reachable goals.

Build Self- Esteem Through Encouragement And Praise

Encouragement

Three C's to guide encouragement: capable, connect, and contribute.

Make the student feel that he/she is **capable** of doing her/his work and successfully completing it.

- Focus on improvement.
- Make "I can" situations.
- Enable the student to repeat past successes.

The student has the need to **connect** with teachers, classmates, parents and siblings in a positive light.

- Be approachable by the student.
- Be genuinely interested in the student.
- Give affirmations.
- Show appreciation.

The student needs to **contribute** in a way the he/she feels needed.

- Acknowledge what the student has done.
- Ask for input when decisions need to be made.
- Involve the student in maintaining the learning and home environment.

Praise

The student needs to be shown approval of what he/she has accomplished. The student needs to be shown that he/she is to be held in high regard by:

- Periodically rewarding the student for their progress.
- Telling the student s/he is appreciated and why.
- Telling of the student's good work to her/his parents or teachers.

Praise can be encouraging if genuine and not over-used. For the most part, however, encouragement will be more helpful to the student (Dinkmeyer & McKay, 1989).

Developing A Friendship

Developing a friendship with the student is one of the important components of working with and tutoring a student. The student will be excited not only to learn, but to learn with someone they respect. The friendship that you build encourages and contributes to both the students' well being and your well being. One of the ultimate goals of working with the student is to develop self-esteem in the students. This helps the student believe that she/he can accomplish her/his goals.

The following ideas are ways that will encourage the building of the tutor/student relationship and self-esteem. All of the ideas may not apply to your specific situation.

- ❖ Introduce yourself (Share information about yourself).
- ❖ Let the student to know your purpose in being there.
- ❖ Be firm, clear, and honest.
- ❖ Praise the student for jobs well done.
- ❖ Encourage the student to work independently and to think for her/himself. Help the student set goals.
- ❖ Be realistic and honest when giving advice. Explain the reasoning behind your advice.
- ❖ Keep your commitment as a tutor (See the student at your scheduled time).
- ❖ Be genuinely concerned about the student (Ask the student about their day, family, etc).
- ❖ Talk about what the student does with her/his own time (Music? Sports? Books?).

Practice Active And Reflective Listening

How do you practice active listening?

- ❖ Establish eye contact when talking to the student.
- ❖ Stop all other tasks and give the student your undivided attention.
- ❖ Orient your body in a listening position.
- ❖ Respond to non-verbal messages.

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF EDUCATION
(757) 727-5793

January 12, 1999

Dear Teacher-Parent in Education:

As an instructor of students preparing to be future preschool and elementary teachers, I thank and commend you for the opportunity for my assigned student to engage in a service learning experience in your classroom for the spring semester. Currently the student is enrolled in my methods course, Education 310, entitled Instructional Strategies.

The student is to complete a minimum of two hours per week in your classroom. In fulfilling the course objectives, it is essential for the student to be exposed to classroom activities in order to obtain first-hand experiences. Moreover, this service-learning experience is designed for the student to apply academic skills tailored to specific classroom needs that you identify. Your student will look to you for suggestions for how he/she can best assist you in meeting your classroom needs. In summary I request that you provide opportunities for your assigned student to complete the following:

- To assist you by completing meaningful activities that reflect your identified classroom needs.
- To engage in authentic opportunities to work with children.

I am excited about this learning opportunity for my students because I believe it will provide them an opportunity to engage in some hands-on learning while assisting teachers with class related needs.

Again, I want to express my sincere gratitude and thanks to you for your willingness to serve as a service-learning teacher. If you have any questions, please contact me at 727-5535.

Sincerely,

Sharon White Williams

Sharon White-Williams, Ed.D
Co-Director of Service Learning

BEST COPY AVAILABLE

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

DEPARTMENT OF EDUCATION
(757) 727-5793

October 5, 1998

Dear Teacher-Partner in Education:

As an instructor of students preparing to be future preschool and elementary teachers, I thank and commend you for the opportunity for my assigned student to engage in a service learning, literacy based experience in your classroom for the fall semester. Currently the student is enrolled in my methods course, Education 315, entitled the Teaching of Developmental Reading.

The student is to complete a minimum of two hours per week in your classroom and is to begin by observing the instructional strategies you use to engage children in literacy learning activities. It would be very helpful if you are willing to spend a brief amount of time, at your convenience, sharing information about your balanced reading program and planned literacy activities with the student. This information will be meaningful as background information relative to your classroom philosophy and related scheduled experiences and will assist the student in completing a service-learning journal required for the course.

In fulfilling the course objectives, it is essential for the student to be exposed to classroom activities in order to obtain first-hand insight in teaching reading and writing. Moreover, this service-learning experience is designed for the student to apply academic skills tailored to specific classroom needs that are identified by the teacher. Your student will look to you to identify how he/she can best assist you in meeting your classroom needs. In summary I request that you provide opportunities for your assigned student to complete the following:

- To observe your balanced reading program and to see you engaged with children in teaching reading and writing.
- To assist you by completing meaningful activities that reflect your identified classroom needs.
- To acquire information about the Hampton City Schools balanced reading program (i.e. program philosophy, objectives, program components, related skills and SOL's, schedule of operation, materials/resources, and assessment and evaluation).

I am excited about this learning opportunity for my students because I believe it will provide them an opportunity to engage in some hands-on learning while assisting teachers with class related needs.

Again, I want to express my sincere gratitude and thanks to you for your willingness to serve as a service-learning teacher. If you have any questions, please contact me at 727-5535.

Sincerely,

Sharon White-Williams

Sharon White-Williams, Ed.D
Co-Director of Service Learning and
Coordinator of Reading

Department of Education
Hampton University

Dr. Sharon White Williams **Student**_____

Service Learning Attendance Form

Date	Day	Time	Teacher

Hampton University

Department of Education **Dr. Sharon White Williams**

EXPANDING TEACHER EDUCATION THROUGH SERVICE LEARNING

Student Assessment

Name of Student_____ Date_____

Teacher_____ School_____

Rating System:
1 = excellent 2 = good 3 = fair 4 = poor 5 = failing 6 = does not apply

1. Reports regularly and punctually	1	2	3	4	5	6
2. Attends to tasks assigned to him/her	1	2	3	4	5	6
3. Is attired and groomed appropriately	1	2	3	4	5	6
4. Performs tasks with positive and willing attitude	1	2	3	4	5	6
5. Is capable of independent work	1	2	3	4	5	6
6. Responds creatively to criticism	1	2	3	4	5	6
7. Is aware of own strengths and weaknesses	1	2	3	4	5	6
8. Handles problem situations well	1	2	3	4	5	6
9. Makes an effort to learn about the classroom or program	1	2	3	4	5	6
10. Establishes good rapport with teachers and children	1	2	3	4	5	6
11. Overall rating of performance	1	2	3	4	5	6

Additional Comments (optional)

_____
Teacher's Signature

Adapted from *Learning by Giving: National Youth Leadership Council*